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ABSTRACT

This book is designed to be of interest to anyone working or intending to work with 3- to 6-year-old children. The book draws on the knowledge of staff involved in early childhood education courses at the Institute of Education, University of London, and other experts in early childhood education, integrating research and theory in various subject areas with practical experience in young children's learning and curriculum. The book emphasizes extending good practice in curriculum development and supporting and sustaining the positive practices that characterize many early childhood settings, asserting that curriculum cannot be seen in isolation and cannot exist without a strong and well-developed framework of support. Part I, "Quality," contains these chapters: (1) "Criteria for Determining Quality in Early Learning for 3-6 Year-Olds" (Siraj-Blatchford); and (2) "The Relationship between Planning and Assessment" (Fisher). Part II, "Core Learning Experiences," contains these chapters: (3) "Curiosity and Communication: Language and Literacy in the Early Years" (Riley); (4) "Doing Mathematics with Young Children" (Barber); (5) "Science in the Early Years" (Glauert); (6) "Physical Development in the Early Years" (Wetton); (7) "Design, Technology and the Use of Computers in the Early Years" (Siraj-Blatchford); and (8) "Humanities: Developing a Sense of Place and Time in the Early Years" (Heal and Cook). Part III, "Cross-Curricular Learning," contains these chapters: (9) "Fostering Creative Development" (Duffy); and (10) "Thinking about Me and Them: Personal and Social Development" (Roberts). Each chapter ends with notes on further recommended reading and information for further development in the particular curriculum area and offers a comprehensive reference section to current readings. (EV)

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